

Holly Hill Middle

1140 Peake Street
Holly Hill, South Carolina 29059

Grades	6-8 Middle School	
Enrollment	677 Students	
Principal	JoAnn B. Lawton	803-496-5525
Superintendent	Dr. David Longshore, Jr.	803-496-3288
Board Chair	S. B. Marshall	803-496-3288

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	23	23

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Average	No
2005	Below Average	Below Average	No

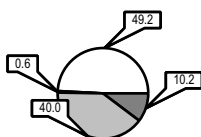
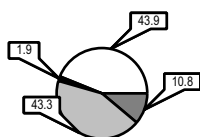
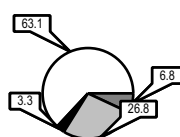
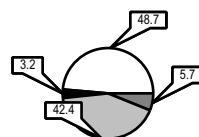
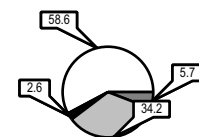
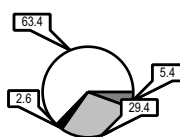
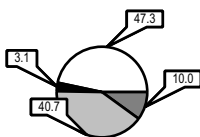
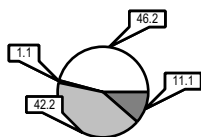
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	658	99.7	48.0	41.0	10.2	0.8	19.4	No	Yes
Gender									
Male	343	99.7	55.2	38.3	6.1	0.3	14.7		
Female	315	99.7	40.1	43.8	14.7	1.3	24.4		
Racial/Ethnic Group									
White	58	98.3	46.9	34.7	18.4	0.0	30.6	No	Yes
African American	595	99.8	48.2	41.5	9.5	0.9	18.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	579	99.7	44.8	43.2	11.3	0.7	21.2		
Disabled	79	100.0	71.6	24.3	2.7	1.4	5.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	658	99.7	48.0	41.0	10.2	0.8	19.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	656	99.7	48.0	40.9	10.3	0.8	19.4		
Socio-Economic Status									
Subsidized meals	582	99.7	50.5	40.2	8.5	0.7	17.0	No	Yes
Full-pay meals	76	100.0	28.8	46.6	23.3	1.4	37.0		

Mathematics – State Performance Objective = 36.7%									
All Students	658	99.7	42.7	44.3	10.9	2.1	23.4	No	Yes
Gender									
Male	343	100.0	44.0	44.6	10.1	1.2	21.4		
Female	315	99.4	41.3	44.0	11.7	3.0	25.5		
Racial/Ethnic Group									
White	58	98.3	34.7	46.9	10.2	8.2	28.6	No	Yes
African American	595	99.8	43.3	44.3	10.9	1.6	22.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	579	99.7	39.4	46.3	12.2	2.2	26.0		
Disabled	79	100.0	67.6	29.7	1.4	1.4	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	658	99.7	42.7	44.3	10.9	2.1	23.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	656	99.7	42.5	44.5	10.9	2.1	23.4		
Socio-Economic Status									
Subsidized meals	582	99.7	44.7	42.8	10.5	2.0	21.7	No	Yes
Full-pay meals	76	100.0	27.4	56.2	13.7	2.7	35.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	658	99.5	62.0	27.6	6.9	3.5	10.4
Gender							
Male	343	99.7	63.2	28.2	5.5	3.1	8.6
Female	315	99.4	60.7	26.8	8.4	4.0	12.4
Racial/Ethnic Group							
White	58	96.6	41.7	29.2	20.8	8.3	29.2
African American	595	99.8	63.9	27.1	5.8	3.2	8.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	579	99.5	58.5	30.0	7.6	3.8	11.5
Disabled	79	100.0	87.8	9.5	1.4	1.4	2.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	658	99.5	62.0	27.6	6.9	3.5	10.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	656	99.5	62.1	27.5	6.9	3.5	10.5
Socio-Economic Status							
Subsidized meals	582	99.5	63.5	27.4	6.4	2.7	9.1
Full-pay meals	76	100.0	50.7	28.8	11.0	9.6	20.5

Social Studies							
All Students	658	99.9	47.9	43.0	5.8	3.4	9.1
Gender							
Male	343	100.0	50.8	42.5	4.6	2.1	6.7
Female	315	99.7	44.8	43.5	7.0	4.7	11.7
Racial/Ethnic Group							
White	58	100.0	38.0	44.0	10.0	8.0	18.0
African American	595	99.8	49.0	42.6	5.4	3.0	8.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	579	99.8	43.3	46.7	6.3	3.6	10.0
Disabled	79	100.0	82.4	14.9	1.4	1.4	2.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	658	99.9	47.9	43.0	5.8	3.4	9.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	656	99.9	48.1	42.8	5.8	3.4	9.1
Socio-Economic Status							
Subsidized meals	582	99.8	50.3	41.8	5.1	2.9	8.0
Full-pay meals	76	100.0	30.1	52.1	11.0	6.8	17.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	99.1	54.4	33.2	11.5	0.9	12.4
	7	209	99.5	37.0	54.3	8.2	0.5	8.7
	8	185	98.3	34.1	54.5	11.4	N/A	11.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	100.0	58.3	31.6	9.7	0.5	10.2
	7	230	99.1	42.3	46.5	11.3	0.0	11.3
	8	212	100.0	44.7	43.7	10.1	1.5	11.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	37.4	46.6	13.7	2.3	16.0
	7	209	100.0	52.2	36.4	9.1	2.4	11.5
	8	185	98.9	50.8	40.7	7.9	0.6	8.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	99.5	28.8	51.7	17.1	2.4	19.5
	7	230	99.6	46.7	42.1	8.9	2.3	11.2
	8	212	100.0	53.8	38.2	7.0	1.0	8.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	99.5	55.6	28.8	10.7	4.9	15.6
	7	230	99.1	61.5	26.3	8.5	3.8	12.2
	8	212	100.0	70.4	26.6	1.5	1.5	3.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	100.0	52.4	41.7	3.4	2.4	5.8
	7	230	99.6	42.1	42.5	11.2	4.2	15.4
	8	212	100.0	49.7	44.7	2.5	3.0	5.5

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 677)				
Students enrolled in high school credit courses (grades 7 & 8)	3.9%	Down from 10.1%	7.6%	15.5%
Retention rate	2.6%	Up from 1.7%	4.6%	3.0%
Attendance rate	94.1%	Down from 97.4%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Down from 7.8%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%	Down from 8.1%	6.8%	4.6%
Eligible for gifted and talented	11.4%	Up from 10.6%	6.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Down from 13.3%	15.3%	13.6%
Older than usual for grade	2.8%	Up from 2.4%	8.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 4.2%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	65.1%	Up from 64.4%	50.0%	51.8%
Continuing contract teachers	76.7%	Up from 73.3%	66.7%	78.1%
Highly qualified teachers	84.2%	Down from 93.5%	89.2%	89.6%
Teachers with emergency or provisional certificates	18.4%	Up from 16.2%	11.5%	6.0%
Teachers returning from previous year	90.0%	Up from 88.6%	76.9%	85.4%
Teacher attendance rate	95.0%	Down from 95.6%	94.7%	94.9%
Average teacher salary	\$42,269	Up 0.6%	\$40,024	\$41,328
Prof. development days/teacher	12.8 days	Up from 5.0 days	10.8 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 12.9 to 1	18.6 to 1	21.3 to 1
Prime instructional time	87.3%	Down from 91.3%	87.3%	89.3%
Dollars spent per pupil*	\$7,466	Up 14.0%	\$7,155	\$6,022
Percent of expenditures for teacher salaries*	59.0%	Up from 58.6%	60.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	46.1%	Down from 46.4%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Holly Hill Middle School chose the theme "Charting a Course of Excellence" for the 2004-2005 school year. Our commitment to this theme was demonstrated by extended professional development opportunities for teachers and the development of stronger parental and community support. Our efforts were rewarded by an increase in student academic achievement.

In our continued efforts to improve test scores, opportunities for additional academic assistance were provided through the Comprehensive Remediation Program, the Homework Center and several Saturday Academy sessions. A semester course was implemented into the regular school day to provide academic assistance in math, language arts, science and social studies. A math coach was added to the faculty to help raise student achievement by empowering teachers. Our school was also selected as a new Making Middle Grades Work site.

Students were presented with a rigorous academic curriculum and performed well both in and out of the classroom. Student awards include the following:

Eighth graders placed first in the Higher Education Awareness Program (HEAP) quiz bowl competition sponsored by South Carolina State University.

One student placed second in the State Regional Junior Beta Club competition in Myrtle Beach. The student will compete in the National Competition in New Orleans.

Two seventh graders were recognized as Duke Talent Identification honorees.

Three eighth graders were recognized as Junior Scholars.

Two students won third place in the Higher Education Awareness (HEAP) Talent Competition.

Two band members were selected for the All State/Regional Band.

An eighth grade student competed in the University of South Carolina Region II Science and Engineer Fair and won the following: The U.S. Navy/Marine Corps Award; First Place in the American Meteorological Society; Nomination for the Discovery Young Science Challenge

The Science Club participated in the South Carolina Science Olympiad at Newberry College and placed eighth among the top nine teams of the fourteen teams entered.

Won Most Effective Defense Team Attorneys and Best Witness in the Midlands Regional Mock Trial Competition sponsored by the South Carolina Bar Law Related Education Division at the University of South Carolina School of Law.

For many years, Holly Hill Middle School has been a catalyst for fostering dedication and hard work for our teachers and students. We will continue to demonstrate a committed effort toward communicating our school's vision and values, improving student success, providing consistency in work ethic, and expressing pride in the accomplishment of our school's goals. Our 2005-2006 school year promises to be one of continued growth and success.

JoAnn B. Lawton, Principal

Loretta R. Gadson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	189	78
Percent satisfied with learning environment	80.5%	56.9%	66.7%
Percent satisfied with social and physical environment	82.5%	57.5%	56.0%
Percent satisfied with school-home relations	55.0%	73.6%	49.3%

*Only students at the highest middle school grade level at this school and their parents were included.